Guidelines for Supporting Successful Transitions for Children and Youth

Children and Youth In Transition:
An Alberta Children and Youth Initiative

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Introduction

The Government of Alberta's focus on children and youth has yielded important initiatives and programs. The Alberta Children and Youth Initiative (ACYI) has developed a number of projects, ensuring that children and youth in Alberta are well cared for, safe, successful at learning, and healthy.

Purpose

This document was developed to provide child and youth practitioners with research-based advice on how to effectively support children and youth during different stages of transitions. Transition planning is required through policy and legislation across many sectors, including education, health and child intervention services. Parents, teachers, peers and mentors assist children and youth with transitions to maximize successful development of youth into contributing citizens. Users are encouraged to use this document to help them provide leadership and guidance to ensure that children and youth transition smoothly across systems and between systems.

Simple, user-friendly tip sheets have been developed based on extensive research and effective practice. These tip sheets assist individuals working with children and youth, as well as parents, in improving their practices and planning for transitions for children and youth. These tips sheets can be used as stand-alone resources, or in conjunction with the other tips sheets and/or resources. Healthy transitions are the key determinants in the subsequent health and development of our children and youth. These transitions include pregnancy and birth, childhood to school and adolescence to independence (Government of Canada, 1996). Please refer to the essential components on pages A.1-1 and A.1-2 of this document for research-based advice on continuously supporting successful transitions.

This need for planning is even more crucial for children and youth facing high-risk factors, disabilities or health needs. Research suggests that by attending to transitions, outcomes and experiences can be improved for young people (Zanobini, 2002, Akos, 2002, Brown, 2002). By working with youth during transitions, evidence clearly demonstrates that high-risk behaviour can be avoided. Quality intervention in the transition process will be even more effective if it is undertaken in a comprehensive, accessible and coordinated system (McCain, Mustard & Stienhauer, 1999). These unique populations require a more formalized and inclusive process in supporting their successful transitions. Although the essential components for supporting successful transitions that are to follow encompass all children and youth, high-risk populations may require additional and more individualized planning, as outlined in this document.

The purpose of this document is proactive in nature, building a smooth pathway for children and youth to transition into successful adults.

Essential Components for Supporting Successful Transitions for Children and Youth

While research has identified key transition points throughout a young person's life, as outlined in the tip sheets, transitioning is an ongoing process. Essential components were developed to provide child and youth practitioners with research-based advice on how to support children and youth during different stages of transitions. By planning for successful transitions, outcomes and experiences can be improved for young people. Research indicates that there are specific essential components for supporting successful transitions in children and youth, including the following.

1. Ensure basic needs are met.
2. Maintain and encourage positive relationships.
3. Provide support and resources to children and youth in their new environment and modify or adapt routines, as appropriate.
4. Provide choices and involve the child and youth in the transition process to promote and support self-advocacy.
5. Support the need for increased independence and help children and youth create their own identity.
6. Ensure that all transition plans are coordinated, and integrated and information is shared with parents and across sectors.
7. Prepare for the transition and ensure consistency within and between environments.

The following are essential components in building a framework to support successful transitions for children and youth within a variety of circumstances.

1. **Ensure basic needs are met**
   - o Address safety and security, and physical and emotional needs.
   - o Foster self-esteem and a healthy identity by meeting needs on an individual basis.

2. **Maintain and encourage positive relationships**
   - o Facilitate continuity within relationships that will provide consistency during change.
   - o Create opportunities to foster positive peer relationships; for example, working in groups, positive play and sportsmanship.

3. **Provide support and resources to children and youth in their new environment and modify or adapt routines, as appropriate**
   - o Identify a mentor or role model in the new environment. This should be an adult that the child or youth can access for questions and support.
   - o Be aware of current resources in order to ensure support is in place for a transition. Be diligent and creative in discovering and accessing resources.
   - o Pay special attention to routines and environment; modify routines or environment to meet individual needs, especially for children and youth with disabilities.

4. **Provide choices and involve the child or youth in the transition process to promote and support self-advocacy**
   - o Help the child or youth to identify his/her hopes, wishes, dreams and ambitions, as well as a plan as to how to reach these goals.
   - o Provide choices and involve the child or youth before, during and following the transition.
   - o Allow for meaningful participation in organizing, planning, and setting goals. This helps create responsibility in children and youth for their actions.
   - o Increase the child or youth's capacities to problem solve and promote self-advocacy. Tools to support self-advocacy include fostering self-awareness in children and youth, helping them understand their personal needs, and helping them identify sources of support such as family or peer support.
   - o Assess and re-assess a child or youth's skills and strengths and build on his/her positive attributes.

5. **Support the need for increased independence and help children and youth create their own identity**
   - o Respect the child's desire for increased independence and find a balance between independence and adult guidance.
   - o Target services by being culturally aware, as culture is often a key component of self-identity. For example, ensure services for Aboriginal children and youth are consistent with their culture.

6. **Ensure that all transition plans are coordinated and integrated, and information is shared with parents and across sectors**
   - o Involve parents and other adults in a child or youth's life through networking, cooperation and coordination.
   - o Share information from one program to another to help enhance services and ensure a more seamless transition.
   - o Share information to help foster positive relationships.
   - o Provide relevant information to parents and caregivers. This may include information on health, school and/or community resources.

7. **Prepare for the transition and ensure consistency within and between environments**
   - o Plan early – establish timelines for action.
   - o Facilitate contact with the new environment. For example, take elementary school students to their future junior high school on an orientation trip.
   - o Ensure consistency in expectations and rules from one environment to another.
   - o Ensure these expectations include those that children or youth have for themselves, and those of their parents and other supportive adults.
   - o Set expectations appropriate to each child or youth.
   - o Establish appropriate consequences for inappropriate behaviour.

Working Together and Sharing Information

The following are guidelines for those working with children and youth to establish cross-sector teams to support the transition process for children and youth. While there is no single specific mandate to address the transition process, there is an expectation, through policy and legislation across many sectors, that transition planning occur to support children and youth. Barriers that can often stand in the way of those working with children and youth include confidentiality and the reluctance by professionals and service providers to share outside of their systems. In 2003, information sharing guidelines were developed by the Government of Alberta to provide a framework for the sharing of information across sectors.

"There is an increasing need for services to be delivered in a collaborative and integrated manner. At the same time, there is a perception of a number of barriers that exist within the current privacy legislation: *Freedom of Information and Protection of Privacy Act* (FOIP) and *Health Information Act* (HIA). FOIP and HIA, however, are enabling pieces of legislation, which allow for the sharing of information across sectors. The *FOIP Amendment Act* in 1999 specifically recognized the need for information sharing within collaborative and integrated service delivery." (Government of Alberta, Information Sharing Guideline, April 2003)

Sharing Information from System to System

- Set up early, timely meetings to plan effectively for transitions.
- Be proactive and take the first step in engaging others and beginning the transition planning process.
- Establish the nature of the transition; for example, transitioning into school, moving from one community to another, or transitioning into adulthood.
- Identify the appropriate people who may need to be involved; for example, teachers, social workers, probation officers, coaches, and mentors. Each person is an equal member of the team and provides a valuable contribution to the child or youth's transition.
- Determine who is most suited to take the lead and coordinate the transition team together.
- Establish transition needs that the child or youth may have. All those involved with the child or youth are expected to be included in any decision-making related to programs and services for the child or youth.
- Establish well-defined goals for the transition process.
- Monitor and follow up on the transition process.

Selected Government Resources

For more information regarding information sharing and transitioning between systems, please refer to the following resources:

ACYI Information Sharing Overview for Children and Youth in Alberta

http://www.child.gov.ab.ca/acyi/pdf/Rev_ACYIRed_Green_page_1and_2_June_30-03.pdf

Government of Alberta Information Sharing Guideline (April 2003)

http://www.child.gov.ab.ca/acyi/pdf/ACYI%20InformationSharing%20Guideline-June%2017%2003.pdf

*Transition planning template is included in these guidelines for your reference (D.1-1 – D.1-3).

The ACYI is a collaborative partnership of government ministries working together on issues affecting children and youth. Partners include Children's Services, Education, Advanced Education, Health and Wellness (including AADAC and the Alberta Mental Health Board), Justice, Seniors and Community Supports, Aboriginal Affairs and Northern Development, Solicitor General and the Ministry of Public Security, Human Resources and Employment and Community Development.

Transitions During the Early Years

These guidelines were developed to provide child and youth practitioners with research-based advice on how to support children and youth during different stages of transitions. By attending to transitions, outcomes and experiences can be improved for young people. This tip sheet is designed for stand-alone use or use in conjunction with existing resources in your work environment. These tip sheets can be used in combination with each other, or separately. While research has identified key transition points throughout a young person's life, as outlined in the tip sheets, transitioning is an ongoing process. Please refer to essential components (A.1-1 and A.1-2) for research-based advice on continuously supporting successful transitions.

One of the most crucial transition and development times in a child's life is the period between birth and six years of age. This period in a child's life is important in regards to cognitive, language, social and physical development. Caregivers, childcare professionals and youth workers have a role to provide supports to children before, during and after transitions to ensure that they are successful.

Tips for Enhancing Transitions During the Early Years

- Develop a sense of trust between the child and the child's view of the world around them. Assure children that the world they live in is a positive place, as trust is vital to the healthy development of their personality. Successful transition outcomes are directly related to the investments made by parents and caregivers in the communities and environments in which children grow up.

- Initiate and maintain early intervention approaches early in life to help prevent problem behaviours from becoming persistent, life-long challenges. Early intervention approaches may include home visiting services for expecting or new moms; parenting classes; learning about family relationships; family counselling; and support services for families with very young children, such as play groups.

- Establish a coordinated relationship early on between service providers, caregivers and parents to determine the needs the child may have and prepare to help the child transition successfully by working together.

- Encourage parents to involve children early on in recreational activities to help develop social, physical and cognitive skills. Recreational activities help to create a social network for both parent and child early on to help problem solve in the years to come.

- Teach children early that their behaviours and choices have both positive and negative consequences. Allow children to experience all types of consequences, as appropriate to their developmental level.

- Encourage decision-making skills by offering choices to children.

Selected Government Resources

Alberta Children and Youth Initiative Website
http://www.child.gov.ab.ca/acyi

Alberta Sport, Recreation, Parks and Wildlife Foundation
http://www.cd.gov.ab.ca/asrpwf/

Early Childhood Development – Sure Steps (Alberta Children's Services)
http://www.child.gov.ab.ca/whatwedo/earlysteps/page.cfm?pg=index

Family Support for Children with Disabilities (Alberta Children's Services)
http://www.child.gov.ab.ca/whatwedo/fscd/page.cfm?pg=index
Phone Toll Free 1-866-346-4661

Health Information – Growing Up Healthy (Alberta Health and Wellness)
http://www.health.gov.ab.ca/public/growing.html

Parent Link Centres
http://www.child.gov.ab.ca/whatwedo/parentlinkcentres/pdf/PLCDirectory_feb_8_05.pdf

Parent Information Line (Alberta Children's Services)
Phone Toll Free 1-866-714-KIDS

*Consult the parent and/or teacher resource sections of the libraries in your local school authority for more print resources.

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Transitioning into School

These guidelines were developed to provide child and youth practitioners with research-based advice on how to support children and youth during different stages of transitions. By attending to transitions, outcomes and experiences can be improved for young people. This tip sheet is designed for stand-alone use or use in conjunction with existing resources in your work environment. These tip sheets can be used in combination with each other, or separately. While research has identified key transition points throughout a young person's life, as outlined in the tip sheets, transitioning is an ongoing process. Please refer to essential components (A.1-1 and A.1-2) for research-based advice on continuously supporting successful transitions.

When children successfully transition into a school there are a number of benefits to the child including; social adjustment, knowing that there are others available for support and encouragement, emotional well-being, feeling safe and secure in a new environment; and academic success, the child seeing themselves as a learner. When a child successfully transitions into a new learning environment it sets the stage for the child's positive feelings toward school and learning, and provides a framework that allows for open and ongoing communication between the child's home and school.

Tips for Enhancing Transitions into School

- Ensure that parents, guardians, teachers and other integral service providers coordinate their efforts to support successful transitions in children transitioning into a school environment. Research states that a child's transition into school and subsequent success are measured by examining the influences (for example, family, classroom, community) and the connections among these contexts (family-school relationships) during the given transition.

- Provide parents with the opportunity to visit the school with their child so that both the parent and child can become acquainted with the new environment. This may include activities such as locating the washrooms, entry and exit doors, bus stop, coat hangers/lockers, and school routines and schedules.

- Encourage parents to become involved to support their child's transition into a new school setting. Participation by both parents and children in school activities has been closely linked to the values a family places on education.

- Provide parents with information about healthy child development and what to expect as their child reaches developmental milestones and moves toward independence.

- Provide regular feedback to parents about school and community events that they may choose to participate in.

Selected Government Resources

Alberta Children and Youth Initiative Website
http://www.child.gov.ab.ca/acyi

Alberta Learning and Information Service (ALIS) Website
http://www.alis.gov.ab.ca/

Effective Practices. Alberta Learning, Publication #1 Fall 2001
http://www.education.gov.ab.ca/k_12/specialneeds/practices/transition.pdf

Parent Information Line (Alberta Children's Services)
Phone Toll Free 1-866-714-KIDS

Service Alberta – Education and Employment: Information for Teachers
http://www.servicealberta.ca/pages/category.asp?EK=12953&PK=12947

Unlocking the Potential: Key Components of Programming for Students with Learning Disabilities. Alberta Learning, 2003 (Alberta Education)
http://www.learning.gov.ab.ca/k_12/specialneeds/unlocking/unlock_7.pdf

*Consult the parent and/or teacher resource sections of the libraries in your local school authority for more print resources.

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Transitioning from Elementary to Junior High School

These guidelines were developed to provide child and youth practitioners with research-based advice on how to support children and youth during different stages of transitions. By attending to transitions, outcomes and experiences can be improved for young people. This tip sheet is designed for stand-alone use or use in conjunction with existing resources in your work environment. These tip sheets can be used in combination with each other, or separately. While research has identified key transition points throughout a young person's life, as outlined in the tip sheets, transitioning is an ongoing process. Please refer to essential components (A.1-1 and A.1-2) for research-based advice on continuously supporting successful transitions.

Research has indicated that the most problematic transition for most students is the one from elementary to junior high school, as the focus on grades, relative ability and competition is more prevalent. It has been documented that both girls and boys experience a decreased sense of well-being, while girls tend to maintain their academic performance, whereas boys tend to experience a decrease in their academic performance.

Tips for Enhancing the Transition from Elementary to Junior High School

- Provide opportunities for students and their parents to become familiar with procedures, routines, rules and social expectations early on in the transition.
- Encourage parents and caregivers to attend any scheduled open houses, orientations or welcome days that schools may offer.
- Be conscious that children and youth may need some guidance to work through specific issues. Youth report that getting to class on time, finding lockers, keeping up with materials, finding lunchrooms/bathrooms, finding the right bus, getting through crowded hallways, remembering which class to go to and personal safety are their chief worries.
- Be aware of the changing classroom dynamic children and youth must deal with in their new setting, which involves changing classrooms and classmates frequently, resulting in less individualized attention for each student.
- Find ways to help children and youth be connected to their school and community through, for example, arts, sports, clubs and volunteer opportunities. Research indicates that youth are less likely to engage in behaviours that threaten their health if their sense of connectedness to the school is fostered by positive relationships with peers and teachers.
- Encourage matching older students with new transitioning students to allow peer mentoring and support, especially for more vulnerable students. These matches may be made through a school peer support group, or through the school counsellor.

- Listen more than you talk; children and youth have spent the majority of their lives listening in a variety of situations. During adolescence, they want and need to share their feelings to help cope and become more aware of their changing identity.

- Help children and youth identify which aspects of their lives they have control over, and which they do not. This can help reduce stress.

- Allow children and youth to express their negative feelings and suggest coping strategies. Follow up in a few days to see how things are going. Help children and youth anticipate possible challenges and come up with coping strategies if these challenges are faced.

- Demonstrate the relevance of preparedness and decision-making regarding the child or youth's future by framing issues in a relevant and child or youth-friendly manner.

Selected Government Resources

Alberta Children and Youth Initiative Website
http://www.child.gov.ab.ca/acyi

Alberta Learning and Information Service (ALIS) Website
http://www.alis.gov.ab.ca/

Alberta Alcohol and Drug Abuse Commission (AADAC) (Alberta Health and Wellness)
http://www.aadac.com/index_flash.htm

Effective Practices. Alberta Learning, Publication #1 Fall 2001 (Alberta Education)
http://www.education.gov.ab.ca/k_12/specialneeds/practices/transition.pdf

Parent Information Line (Alberta Children's Services)
Phone Toll Free 1-866-714-KIDS

Service Alberta – Education and Employment: Information for Teachers
http://www.servicealberta.ca/pages/category.asp?EK=12953&PK=12947

Youth Connections (Alberta Human Resources and Employment)
http://www3.gov.ab.ca/hre/youthconnections/index.asp

*Consult the parent and/or teacher resource sections of the libraries in your local school authority for more print resources.

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Transitioning from Junior High School to High School

These guidelines were developed to provide child and youth practitioners with research-based advice on how to support children and youth during different stages of transitions. By attending to transitions, outcomes and experiences can be improved for young people. This tip sheet is designed for stand-alone use or use in conjunction with existing resources in your work environment. These tip sheets can be used in combination with each other, or separately. While research has identified key transition points throughout a young person's life, as outlined in the tip sheets, transitioning is an ongoing process. Please refer to essential components (A.1-1 and A.1-2) for research-based advice on continuously supporting successful transitions.

Entering high school is one of the final transitions for youth before they enter adulthood. High schools have a broader mission than preparing students for post-secondary education, research indicates that approximately 28% of all grade 12 students registered in the 1999/2000 school year entered a post-secondary institution in Alberta in the fall of 2000, with a percentage of students also attending institutions outside Alberta (Alberta Learning, 2002). Parents, schools, employers, peers and community personnel must ensure that youth learn the skills at this time to become successful adults.

Tips for Enhancing the Transition from Junior High School to High School

- Provide smoother transitions between junior high and high school through social and emotional support from both adults and peers. Research indicates that youth are less likely to engage in high-risk behaviours if their sense of connectedness to the school is fostered by positive relationships with peers and teachers.

- Ensure youth are aware, early on, of the school requirements for different career paths through career and program education and planning. Guidance counsellors, career counsellors, mentor and/or the Career and Life Management (CALM) course are important resources in obtaining this information. Aid youth in recognizing the connection between their goals and dreams and learning how to prepare for them.

- Create an environment in which youth can maximize their learning through an atmosphere that enhances problem-solving and stress management skills. Research indicates that structured programs build resiliency, place an emphasis on the positive attributes of a new environment or situation, and provide clarity and reliable information.

- Provide youth with a comprehensive education, including life skills and basic education material. Schools prepare youth for the adult roles they will take on, in addition to providing youth with a basic education.

- Promote important skills and experiences for youth during high school, including:
  - focus on work experiences (apprenticeships, job shadowing);
  - opportunities to get involved in the community (volunteering);
  - career information and counselling; and
  - continued special education and skills training for youth with special needs.

Selected Government Resources

Alberta Alcohol and Drug Abuse Commission (AADAC)
http://www.aadac.com/index_flash.htm

Alberta Children and Youth Initiative Website
http://www.child.gov.ab.ca/acyi

Alberta Learning Information Service Website (ALIS)
http://www.alis.gov.ab.ca/main.asp

Assured Income for the Severely Handicapped (AISH) (Alberta Seniors and Community Supports)
http://www.seniors.gov.ab.ca/

Effective Practices. Alberta Learning, Publication #1 Fall 2001 (Alberta Education)
http://www.education.gov.ab.ca/k_12/specialneeds/practices/transition.pdf

Parent Information Line (Alberta Children's Services)
Phone Toll Free 1-866-714-KIDS

Persons with Developmental Disabilities (PDD) (Alberta Seniors and Community Supports)
http://www.pdd.org/default.shtml

Service Alberta – Education and Employment: Information for Teachers
http://www.servicealberta.ca/pages/category.asp?EK=12953&PK=12947

Service Alberta – Education & Employment Resources (student/seasonal employment)
http://www.servicealberta.ca/pages/category.asp?EK=13846&PK=12973

Youth Connections (Alberta Human Resources and Employment)
http://www3.gov.ab.ca/hre/youthconnections/index.asp

*Consult the parent and/or teacher resource sections of the libraries in your local school authority for more print resources.

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Transitioning to Adulthood

These guidelines were developed to provide child and youth practitioners with research-based advice on how to support children and youth during different stages of transitions. By attending to transitions, outcomes and experiences can be improved for young people. This tip sheet is designed for stand-alone use or use in conjunction with existing resources in your work environment. These tip sheets can be used in combination with each other, or separately. While research has identified key transition points throughout a young person's life, as outlined in the tip sheets, transitioning is an ongoing process. Please refer to essential components (A.1-1 and A.1-2) for research-based advice on continuously supporting successful transitions.

Although transitioning to adulthood is often characterized by heightened independence in youth, they still require support during this transition to ensure success.

Tips for Enhancing the Transition to Adulthood

- Engage youth in discussions about their long-term goals and ambitions. Having a goal to work towards helps focus and motivate youth.

- Ensure that youth are aware that certain services will discontinue when they turn 18, as well as the rights and responsibilities they will obtain at age 18. Help youth with accessing alternative services and planning for financial independence.

- Assist youth in gaining access to scholarships and financial assistance to aid them in undertaking their educational, training, and/or career plans. Studies have shown that the highest unemployment rates occur among those with the least education and training, making education and training integral to future job success.

- Assist youth in developing a personal portfolio, including a resume, by using a career planner.

- Link youth with a supportive adult or mentor to ensure that they have a reliable source of emotional and social support during their transition. Examples of supportive adults that could be contacted include parents, coaches, student advisors, or guidance counsellors.

- Research has proven that employment trends are shifting to demand a more highly skilled labour force. Encourage youth to prepare for the changing nature of the modern workforce by assisting them in developing a variety of skills, education and interests.

- Create opportunities for youth to become involved in their community. This will help youth develop skills, feel empowered, and gain access to new networks.

- Help youth to become aware of the future opportunities that are available to them by attending career fairs, career days and post-secondary institution open houses.

Selected Government Resources

Alberta Alcohol and Drug Abuse Commission (AADAC)
http://www.aadac.com/index_flash.htm

Alberta Career Information Hotline
Phone toll free 1-800-661-3753

Alberta Children and Youth Initiative Website
http://www.child.gov.ab.ca/acyi
*The Youth Services Directory is available on the ACYI website

Alberta Learning and Information Service (ALIS) Website
http://www.alis.gov.ab.ca/

Assured Income for the Severely Handicapped (AISH) (Alberta Seniors and Community Supports)http://www.seniors.gov.ab.ca/

Change and Transitions: Moving Forward with your Life (Alberta Human Resources and Employment)
http://www.alis.gov.ab.ca/pdf/cshop/Change-Transitions.pdf

Money Talk – Budgeting for Savvy Students
http://www.alis.gov.ab.ca/tips/main.asp

Parent Information Line (Alberta Children's Services)
Phone Toll Free 1-866-714-KIDS

Persons with Developmental Disabilities (PDD) (Alberta Seniors and Community Supports)
http://www.pdd.org/default.shtml

Service Alberta – Education &Employment Resources (student/seasonal employment)
http://www.servicealberta.ca/pages/category.asp?EK=13846&PK=12973
*The Youth Services Directory is available on the Service Alberta website

Youth Connections (Alberta Human Resources and Employment)
http://www3.gov.ab.ca/hre/youthconnections/index.asp

*Consult the parent and/or teacher resource sections of the libraries in your local school authority for more print resources.

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Social Transitioning of Children and Youth

These guidelines were developed to provide child and youth practitioners with research-based advice on how to support children and youth during different stages of transitions. By attending to transitions, outcomes and experiences can be improved for young people. This tip sheet is designed for stand-alone use or use in conjunction with existing resources in your work environment. These tip sheets can be used in combination with each other, or separately. While research has identified key transition points throughout a young person's life, as outlined in the tip sheets, transitioning is an ongoing process. Please refer to essential components (A.1-1 and A.1-2) for research-based advice on continuously supporting successful transitions.

Literature regarding social transitioning states that this transition encompasses changes in status, roles and relationships for children and youth. These types of transitions often present challenges to children and youth in a variety of settings, including in school, in the community, with peer groups and in the family.

Tips for Enhancing Social Transitioning of Children and Youth

- Research indicates that one of the major determinants of identity is self-esteem, which studies have proven decreases during adolescence, particularly among girls. Emphasize the positive and recognize a child or youth's strengths. This will give him or her confidence and help him or her feel that he or she has lots to offer.
- Avoid comparing one child or youth to another, as it hampers individuality, and hurts self-esteem.
- Stress that children and youth are not alone in their social challenges such as peer pressure and making new friends.
- Encourage children and youth to resolve their own conflicts as much as possible. This will help in the development of their problem-solving skills, help them to understand social boundaries and help them to learn to be sensitive to others.
- Help children and youth rehearse social situations they sometimes find difficult or uncomfortable to build skills and confidence.
- Encourage children and youth to participate in a variety of social situations in their school, community and neighbourhood to assist in the varied development of their social skills.
- Connect children and youth with mentoring programs, which enhance social relationships in children and youth facing certain social challenges.
- Encourage children and youth to express their ideas, feelings, thoughts and views. Listen intently – this will encourage communication, as well as develop their own listening skills through your example.

- Support children and youth in taking pride in their culture, ethnicity or religion. By taking pride in these important aspects of their identity, children and youth strengthen their identities and develop relationships with other children and youth who share common values. Lack of understanding of their culture has been shown to lead youth to feel isolated and have difficulties with development of their identity.

Selected Government Resources

Alberta Alcohol and Drug Abuse Commission (AADAC)
http://www.aadac.com/index_flash.htm

Alberta Children and Youth Initiative Website
http://www.child.gov.ab.ca/acyi

Alberta Human Rights & Citizenship Commission
Publications and Resources: Behaviour
http://www.albertahumanrights.ab.ca/publications/Bibliography/bib_behavior.asp

Alberta Learning and Information Service (ALIS) Website
http://www.alis.gov.ab.ca/

Alberta Sport, Recreation, Parks and Wildlife Foundation
http://www.cd.gov.ab.ca/asrpwf/

Assured Income for the Severely Handicapped (AISH) (Alberta Seniors and Community Supports)
http://www.seniors.gov.ab.ca/

Parent Information Line (Alberta Children's Services)
Phone Toll Free 1-866-714-KIDS

Persons with Developmental Disabilities (PDD) (Alberta Seniors and Community Supports)
http://www.pdd.org/default.shtml

Youth Connections (Alberta Human Resources and Employment)
http://www3.gov.ab.ca/hre/youthconnections/index.asp

*Consult the parent and/or teacher resource sections of the libraries in your local school authority for more print resources.

The ACYI is a collaborative partnership of government ministries working together on issues affecting children and youth. Partners include Children's Services, Education, Advanced Education, Health and Wellness (including AADAC and the Alberta Mental Health Board), Justice, Seniors and Community Supports, Aboriginal Affairs and Northern Development, Solicitor General and the Ministry of Public Security, Human Resources and Employment and Community Development.

Alberta Children and Youth Initiative

Alberta

Transitions for Children and Youth With Disabilities or Health Needs

These guidelines were developed to provide child and youth practitioners with research-based advice on how to support children and youth during different stages of transitions. By attending to transitions, outcomes and experiences can be improved for young people. This tip sheet is designed for stand-alone use or use in conjunction with existing resources in your work environment. These tip sheets can be used in combination with each other, or separately. While research has identified key transition points throughout a young person's life, as outlined in the tip sheets, transitioning is an ongoing process. Please refer to essential components (A.1-1 and A.1-2) for research-based advice on continuously supporting successful transitions.

Transitions for children and youth with disabilities or health conditions must occur in the context of their health conditions or disabilities.

Tips for Enhancing Transitions for Children/Youth with Disabilities/Health Needs

- Create multidisciplinary transition planning team by bringing together parents, guardians, teachers, mentors, the child/youth, and other care providers, with one person appointed to coordinate and collaborate the transition planning process. Plan for transitions early, whenever possible.

- Studies show that children and youth with disabilities and/or health needs require more opportunities for a smoother transition. Such opportunities may include special education, enhanced skills training, and a system of advocacy within their educational settings.

- Promote self-advocacy in children and youth by ensuring that they are aware of their unique needs. Where children and youth cannot adequately self-advocate, provide advocacy on their behalf.

- Help children and youth, early on, to learn to communicate with health care providers and education professionals to express their needs. Involve the child/youth and the family in having some control and responsibility over health care and education.

- Help youth make their own medical appointments, obtain their own supplies and create a record of their medical history.

- Apply developmentally appropriate expectations for children and youth with disabilities and health needs. Children and youth with disabilities are often subject to lowered performance expectations, resulting in lowered achievement.

- Learn about work site modifications that may be needed to accommodate a disability. Ensure youth with disabilities or health needs learn how to follow direction, be on time, work with a team and problem solve within the context of their special needs.

- During a move, facilitate transitioning by getting in touch with the child/youth's future school, health care provider or day care in advance, and prepare the child/youth for the change by introducing these changes prior to the move.

- Consider the following key issues, as youth with disabilities or health needs transition into adulthood and become independent: transportation, financial management, housing options, relationships, education, employment, personal care and decision-making skills.

Selected Government Resources

Alberta Children and Youth Initiative Website
http://www.child.gov.ab.ca/acyi

Alberta Learning and Information Service (ALIS) Website
http://www.alis.gov.ab.ca/

Alberta Mental Health Board (Alberta Health and Wellness)
http://www.amhb.ab.ca/

Assured Income for the Severely Handicapped (AISH) (Alberta Seniors and Community Supports)
http://www.seniors.gov.ab.ca/

Disability Related Employment Supports (Alberta Human Resources and Employment)
http://www3.gov.ab.ca/hre/dres/index.asp

Duty To Accommodate Students With Disabilities in Post Secondary Institutions
http://www.albertahumanrights.ab.ca/publications/Bull_duty_to_accom_students.asp

Effective Practices. Alberta Learning, Publication #1 Fall 2001 (Alberta Education)
http://www.education.gov.ab.ca/k_12/specialneeds/practices/transition.pdf

Parent Information Line (Alberta Children's Services)
Phone Toll Free 1-866-714-KIDS

Persons with Developmental Disabilities (PDD) (Alberta Seniors and Community Supports)
http://www.pdd.org/default.shtml

Teaching Students with Autism spectrum Disorder. Alberta Learning, 2003 (Alberta Education)
http://www.education.gov.ab.ca/k_12/specialneeds/autism/autism5a.pdf

Selected Government Resources

Teaching Students with Fetal Alcohol Spectrum Disorder. Alberta Learning, 2004 (Alberta Education)
http://www.education.gov.ab.ca/k_12/specialneeds/fasd/fasd6.pdf

The Learning Team: A Handbook for Parents of Children with Special Needs. Alberta Learning, 2003 (Alberta Education)
http://www.education.gov.ab.ca/educationguide/spec-ed/partners/chapter5.pdf

Unlocking the Potential: Key Components of Programming for Students with Learning Disabilities Alberta Learning, 2003
http://www.education.gov.ab.ca/k_12/specialneeds/unlocking/unlock_7.pdf

Youth Connections (Alberta Human Resources and Employment)
http://www3.gov.ab.ca/hre/youthconnections/index.asp

*Consult the parent and/or teacher resource sections of the libraries in your local school authority for more print resources.

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Alberta Children and Youth Initiative

March 2006

Alberta

Supporting Transitions for Children and Youth with At-Risk Factors

These guidelines were developed to provide child and youth practitioners with research-based advice on how to support children and youth during different stages of transitions. By attending to transitions, outcomes and experiences can be improved for young people. This tip sheet is designed for stand-alone use or use in conjunction with existing resources in your work environment. These tip sheets can be used in combination with each other, or separately. While research has identified key transition points throughout a young person's life, as outlined in the tip sheets, transitioning is an ongoing process. Please refer to essential components (A.1-1 and A.1-2) for research-based advice on continuously supporting successful transitions.

Children and youth with at-risk factors require the same transitional supports as all children and youth. However, due to their special circumstances, a more conscious effort and formalized process are required to ensure their successful transitions. Children or youth with at-risk factors often have experienced a history of family breakdown, addictions, violence or abuse, a lack of stable housing, school dropout, a lack of appropriate adult role models and/or mental health concerns. These children and youth frequently have had legal or child welfare involvement.

Tips for Supporting/Enhancing Transitions for Children/Youth with At-Risk Factors

- Ensure adequate food, stable housing, clothing, transportation and other basic needs are being met in order that at-risk young people may have a healthy foundation to move forward.

- Arrange for annual medical check ups and ensure that medical reports are reviewed. For most children or youth in care or in custody, a psychological and developmental assessment should be completed shortly after coming into care. Ensure any recommended followup is attended to.

- Involve positive, supportive family or extended family members as much as possible in all aspects of the child or youth's life. Where placement outside of the family is required, seriously consider extended family or someone known to the child or youth. A caseworker's involvement in helping to reconnect a child with his or her family is essential and sometimes a youth worker or therapist may be required.

- Encourage parental involvement in school activities and meetings, as well as foster parent, youth worker or caseworker involvement. Demonstrate to the child or youth that there are interested and caring people involved in his/her life.

- Provide opportunities, wherever possible, for the child or youth to make choices in order to feel empowered, respected and heard.

- Reassure children and youth that transitions are normal and involve varying degrees of stress, especially for youth.

- Reassure children and youth dealing with a family separation or divorce that it is normal for them to have many different feelings and emotions about all of the changes that are taking place. Some of the emotions that children and youth may express include anxiety, stress, sadness, relief or confusion. Any change in behaviour in a child or youth can indicate the presence of any one of these emotions.

- Where there are no appropriate adult family members or others known to the child or youth, arrange to have the child or youth matched with a mentor, when there is a reasonable level of confidence this individual will be involved for an appropriate period of time (if enrolled in an education or training program, inquire if the learning institution has a mentoring program). Important factors in matching a child or youth with at-risk factors with an appropriate mentor include continuity of mentorship over time, common expectations and understanding, and a sense of trust within the match.

- Encourage and facilitate child and youth participation in community recreational or other activities that are of interest to them in order to help foster inter-personal skills and relationships as well as to develop a sense of belonging to the community. Research has shown that children and youth with strong social connections were less likely to engage in high-risk behaviours later in life.

- Establish a clear, coordinated and formal transition planning process to help youth make a successful transition to adulthood. Involve youth in every step of the transition planning process and attempt to build a strong and close support team for the youth.

- Establish a knowledge base of available education and training programs for children and youth within the community that reflect a continuum of programs, including basic education, vocational programs, trade or technical programs, and university programs. For each program type, learn what, if any, special supports may be available to prospective students with high-risk factors, such as peer support, mentoring or tutoring. If available, help link the child or youth with available program supports.

- Where the need is indicated and where a learning institution cannot provide the support, arrange to have tutoring provided, as children or youth with at-risk factors sometimes require the one-on-one attention that they may not have received previously.

- Overall, a formal transition plan should include and address the following areas:

  - child/youth's dreams, goals and ambitions;
  - educational and employment development;
  - life skills development (dealing with peer pressure, addictions, cultural identity, self-care, emotional health and relationships);
  - placement objective;
  - connections; and
  - service supports and referrals.

Selected Government Resources

Alberta Alcohol and Drug Abuse Commission (AADAC) (Alberta Health and Wellness)
http://www.aadac.com/index_flash.htm

Alberta Children and Youth Initiative Website
http://www.child.gov.ab.ca/acyi

Alberta Learning and Information Service (ALIS) Website
http://www.alis.gov.ab.ca/

Assured Income for the Severely Handicapped (AISH) (Alberta Seniors and Community Supports)
http://www.seniors.gov.ab.ca/

Learning, Employment and Career Resources Youth Service Directory: Alberta Children and Youth Initiative
*Available on the ACYI website at http://www.child.gov.ab.ca/ACYI

Parent Information Line (Alberta Children's Services)
Phone Toll Free 1-866-714-KIDS

Persons with Developmental Disabilities (PDD) (Alberta Seniors and Community Supports)
http://www.pdd.org/default.shtml

Youth Connections (Alberta Human Resources and Employment)
http://www3.gov.ab.ca/hre/youthconnections/index.asp

Enhancement Act Policies and Procedure Manual – Youth Transition Planning section (Alberta Children's Services)
[http://www.child.gov.ab.ca/whatwedo/enhancementact/pdf/act_poilicy_manuel.pdf].

*Consult the parent and/or teacher resource sections of the libraries in your local school authority for more print resources.

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Alberta Children and Youth Initiative

Alberta

Tips for Parents to Support Children and Youth in Transitions

These guidelines were developed to provide child and youth practitioners with research-based advice on how to support children and youth during different stages of transitions. By attending to transitions, outcomes and experiences can be improved for young people. This tip sheet is designed for stand-alone use or use in conjunction with existing resources in your work environment. These tip sheets can be used in combination with each other, or separately. Please refer to pages C.9-6 to C.9-8 of the tip sheet for additional resources and to essential components (A.1-1 and A.1-2) for further information on continuously supporting transitions in children and youth.

Parents have a crucial role in ensuring successful transitions in children and youth. Parents can support all transitions by conveying positive expectations and aspirations and by fulfilling basic obligations, such as providing access to resources, providing emotional support, communicating with school personnel, and assisting with home-based learning.

The Early Years

- Seek opportunities to participate in parent support groups. As your child grows enrol him or her in children's playgroups and recreational activities. This helps to create a social network for both you and your child early on.

- Involve children early on in recreational activities to help develop social, physical and cognitive skills, all which help foster early childhood development.

Transitioning into School

- Make it clear to teachers and education providers that you, as a parent or caregiver, want to be a partner in your child's education.

- Set goals with your child and help your child reach those goals by providing emotional support and encouragement.

- Communicate with your child's teacher(s) and help your child in learning at home.

- Keep in touch with teachers regarding your child's progress, including both challenges and successes. Coordinate your efforts with those of your child's teacher to ensure progress.

- Provide reassurance to your child about aspects of his or her life that will not change following the school transition, as stability helps make for a smooth transition.

- Make sure your child gets enough rest by going to bed early the night before school. Wake your child up early enough to eat a good breakfast and be prepared for the day. Children's physical needs must be met before they are ready to learn.

- Prepare your child not only for the start of the day, but also for dismissal from school at the end of the day. Dismissal can be a scary and hectic experience for children who are not supported and prepared for this busy time.

Transitioning from Elementary School to Junior High School

- Attend, with your child or youth, any scheduled open houses, orientations or welcome days that schools may offer.

- Work with school professionals to make your child or youth feel connected while attending school. A sense of connectedness can help reduce high-risk behaviour and the possibility of dropping out of school.

- Listen more than you talk; children and youth have spent the majority of their lives listening in lots of different situations. During adolescence, they want and need to share their feelings to help cope and become more aware of their changing identity.

- Allow children and youth to express their negative feelings and suggest coping strategies. Follow up in a few days to see how things are going.

- Help children and youth anticipate possible challenges and help them come up with coping strategies if these challenges are faced.

- Seek information about child and youth development to ensure that you are familiar with your child or youth's emerging needs during many transitions.

Transitioning into High School and into Adulthood

- Place a high value on continued education, especially in high school, as this support has been closely linked to participation of youth in school.

- Create long-term goals with youth to help direct them along the path to adulthood. Having a goal to work towards helps to focus and motivate youth.

- Parents' expectations of youth, involvement in their schoolwork and support for their independence and self-sufficiency are important to help youth reach high school graduation. If family supports are lacking, it is important that another form of support be in place to help motivate students to continue their studies.

- Create opportunities for youth to become involved in their community. Assisting youth in developing skills and creating a sense of empowerment is made easier through community involvement and can help provide networking opportunities.

- Make certain that youth are aware of the rights they will obtain when they turn 18, and the responsibilities they will take on and/or services that will stop.

- As a youth becomes an adult, certain services will discontinue for them. Help youth seek a variety of alternatives, and to plan financially for this to occur successfully.

- Be aware that the work world today is much different than it once was. Youth entering the work force today will most likely change jobs and careers multiple times. Encourage youth to prepare for the work force by helping them develop a variety of skills and interests.

Family Change

- Emphasize that your child or youth's basic needs will be assured during this time of change. This will help to lessen your child or youth's anxiety.

- During a relocation or move, help your child or youth transition by getting in touch with the child or youth's future school, health care provider or day care in advance. Prepare the child or youth for the relocation by introducing these changes prior to the move.

- Reassure your child or youth that it is normal for them to have many different feelings and emotions about all of the changes that accompany a separation or divorce. Some of the emotions that children and youth may express include anxiety, stress, sadness, relief or confusion.

- Avoid putting your child or youth in the middle of your divorce or separation by communicating effectively with all members of the family.

- Encourage your child or youth to express themselves during his or her time of loss. Sharing memories, listening to feelings, and helping your child or youth engage in everyday activities can be a helpful reminder that he or she is not alone.

Social Transitioning of Children and Youth

- Place your child in a variety of social situations in the school, community, and neighbourhood to assist in the development of a variety of social skills.

- Avoid comparing one child or youth to another as it hampers a young person's individuality and hurts his or her self-esteem.

- Help your child or youth build communication skills so he or she can develop relationships effectively.

- Emphasize the positive and recognize your child or youth's strengths. This will give him or her confidence and help your child or youth feel that he or she has lots to offer.

- Stress that your child or youth is not alone in social challenges such as peer pressure and making new friends.

- Support your child or youth in taking pride in his or her culture, ethnicity or religion. By taking pride in these important aspects of their identity, children and youth strengthen identities and develop relationships with other children and youth who share common values.

- Encourage your child or youth to express ideas, feelings, thoughts and views. Listen intently – this will encourage him or her to communicate, as well as to develop listening skills through your example.

- Encourage children and youth to resolve conflicts as much as possible on their own. This will help in the development of your child or youth's problem-solving skills, help him or her to understand social boundaries and learn to be sensitive to others.

Children and Youth with Disabilities/Health Needs

- Become an active member of a multidisciplinary transition planning team, that includes you, teachers, the child or youth, where appropriate, and other care providers, with one person appointed to coordinate the transition planning process.

- Assess your child or youth's knowledge of special needs and encourage self-awareness and self-advocacy.

- Apply developmentally appropriate expectations to your child or youth if he or she is dealing with a disability or a health need. Children and youth with special needs are often subject to lowered performance expectations, resulting in lowered achievement.

- Help your child early on to learn to communicate with health care providers and education professionals to express his or her needs. Become involved with your child in having some control and responsibility over health care.

- Assist your child or youth in beginning to make medical appointments and obtain supplies.

- Help your child or youth create a record of his or her medical history, including health care providers and services that he or she has accessed.

- Ensure that your youth learns how to follow direction, be on time, work with a team and problem solve within the context of his or her special needs. Developing strong work habits is key to maintaining a job.

- Learn about work site modifications that may be needed to accommodate your youth's disability.

- Consider the following key issues as your youth with special needs transitions into adulthood and becomes independent: transportation, financial management, housing options, relationships, education, employment, personal care and decision-making skills.

Transition Planning for Children and Youth with High-Risk Factors

- Reassure children and youth that transitions are normal and involve varying degrees of stress, especially for youth.

- Involve children and youth in every step of the transition planning process. Transition plans are for young people, about young people and are developed with the involvement of young people.

- Ask children and youth about their ambitions and goals, as well as what services they feel would be of assistance in accomplishing those goals. The responses gathered from children and youth during this exercise will be an integral part of the individual case plan.

- Consider both short- and long-term goals for your child or youth, and identify steps in reaching these goals.

- When your child is moving to a new school or program, consider contacting the school in advance to provide the staff with relevant information about your child. Arrange for a visit, if possible, to familiarize your child with the school building, bus stops, school routines and the adults within the school setting.

- Set out a clear process to help enable children and youth to make a successful transition to adulthood by building a framework for transition that works to develop knowledge, skills, attitudes and abilities, and to access resources.

Selected Government Resources

Alberta Alcohol and Drug Abuse Commission (AADAC) (Alberta Health and Wellness)
http://www.aadac.com/index_flash.htm

Alberta Brain Injury Network (Alberta Seniors and Community Supports)
http://www.seniors.gov.ab.ca/CSS/bii/publications/BII_regions.pdf

Alberta Children and Youth Initiative Website
http://www.child.gov.ab.ca/acyi

Alberta Education – Tips for Parents
http://www.education.gov.ab.ca/parents/tips.asp

Alberta Learning and Information Service (ALIS) Website
http://www.alis.gov.ab.ca/

Alberta Mental Health Board (Alberta Health and Wellness)
http://www.amhb.ab.ca/

Alberta Sport, Recreation, Parks and Wildlife Foundation (Alberta Community Development)
http://www.cd.gov.ab.ca/asrpwf/

Assured Income for the Severely Handicapped (AISH) (Alberta Seniors and Community Supports)
http://www.seniors.gov.ab.ca/

Curriculum Handbook for Parents 2005-2006. (Alberta Education)
http://www.learning.gov.ab.ca/parents/handbooks/srpub.pdf

Disability Related Employment Supports (Alberta Human Resources and Employment)
http://www3.gov.ab.ca/hre/dres/index.asp

Early Childhood Development – Sure Steps (Alberta Children's Services)
http://www.child.gov.ab.ca/whatwedo/earlysteps/page.cfm?pg=index

Effective Practices. Alberta Learning, Publication #1 Fall 2001 (Alberta Education)
http://www.education.gov.ab.ca/k_12/specialneeds/practices/transition.pdf

Selected Government Resources

Health Information – Growing Up Healthy (Alberta Health and Wellness)
http://www.health.gov.ab.ca/public/growing.html

Parent Information Line (Alberta Children's Services)
Phone Toll Free 1-866-714-KIDS

Persons with Developmental Disabilities (PDD). A Parent's Guide to Transition Planning (Alberta Seniors and Community Supports)
http://www.pdd.org/central/resources/transplanning.shtml

Persons with Developmental Disabilities (PDD) (Alberta Seniors and Community Supports)
http://www.pdd.org/default.shtml

Teaching Students with Autism Spectrum Disorder. Alberta Learning, 2003 (Alberta Education)
http://www.education.gov.ab.ca/k_12/specialneeds/autism/autism5a.pdf

Teaching Students with Fetal Alcohol Spectrum Disorder. Alberta Learning, 2004 (Alberta Education)
http://www.education.gov.ab.ca/k_12/specialneeds/fasd/fasd6.pdf

The Learning Team: A Handbook for Parents of Children with Special Needs, Alberta Learning, 2003 (Alberta Education)
http://www.education.gov.ab.ca/educationguide/spec-ed/partners/chapter5.pdf

Unlocking the Potential: Key Components of Programming for Students with Learning Disabilities. Alberta Learning, 2003 (Alberta Education)
http://www.education.gov.ab.ca/k_12/specialneeds/unlocking/unlock_7.pdf

Selected Government Resources

Alberta Child and Family Service Authorities (CFSA)

Region 1 Southwest Alberta
http://www.southwestalbertacfsa.gov.ab.ca/

Region 2 Southeast Alberta
http://www.southeastalbertacfsa.gov.ab.ca/

Region 3 Calgary and Area
http://www.calgaryandareacfsa.gov.ab.ca/crv.nsf/serviceshome

Region 4 Central Alberta
http://www.centralalbertacfsa.gov.ab.ca/

Region 5 East Central Alberta
http://www.eastcentralalbertacfsa.gov.ab.ca/

Region 6 Edmonton and Area
http://www.edmontonandareacfsa.gov.ab.ca/

Region 7 North Central Alberta
http://www.northcentralalbertacfsa.gov.ab.ca/

Region 8 Northwest Alberta
http://www.northwestalbertacfsa.gov.ab.ca/

Region 9 Northeast Alberta
http://www.northeastalbertacfsa.gov.ab.ca/

Region 10 Métis Settlements
http://www.metissettlementscfsa.gov.ab.ca/

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Alberta Children and Youth Initiative

March 2006

Alberta

Template for Transitions for Children and Youth

Child/Youth:

Name: _____ D.O.B._____ Grade: _____

Parent/Guardian: _____Phone: _____

School: _____ Phone: _____Teacher: _____

Nature of the transition:

Transition Team:

Parent: _____

Child/Youth: _____ (If appropriate)

Name: _____Position: _____Phone: _____

Name: _____Position: _____Phone: _____

Name: _____Position: _____Phone: _____

Name: _____Position: _____Phone: _____

Child/Youth's Connections to School/Community (clubs, sports teams etc.):

Child/Youth's Transition Needs:

This is an example of a possible transition planning template; it is intended to mirror the general guidelines for transition planning. It may be used when a transition requires more formal documentation. Many ministries, authorities and agencies are mandated to use locally developed templates for their own transition planning activities. Please refer to these mandated templates for further assistance when using this transition planning template.

Goal/Action:

_____

_____

_____

Person Responsible: _____

Completed by_____
Date

Comments:

_____

_____

_____

Goal/Action:

_____

_____

_____

Person Responsible: _____

Completed by_____
Date

Comments:_____

_____

_____

Goal/Action:

_____

_____

_____

_____

Person Responsible: _____

Completed by_____
Date

Comments:_____

_____

_____

Draft

This is an example of a possible transition planning template; it is intended to mirror the general guidelines for transition planning. It may be used when a transition requires more formal documentation. Many ministries, authorities and agencies are mandated to use locally developed templates for their own transition planning activities. Please refer to these mandated templates for further assistance when using this transition planning template.

Monitor/ Follow Up/Other Actions

Follow up (if required): _____
Date

Person identified to monitor transition plan: _____
Name

Other actions:

_____

_____

_____

_____

Signatures

Draft

Parent	Child/Youth (where appropriate)
Team Member	Position
Team Member	Position
Team Member	Position
Team Member	Position

This is an example of a possible transition planning template; it is intended to mirror the general guidelines for transition planning. It may be used when a transition requires more formal documentation. Many ministries, authorities and agencies are mandated to use locally developed templates for their own transition planning activities. Please refer to these mandated templates for further assistance when using this transition planning template.

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